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## McLAUGHLIN HALL OF THE FARRAND TRAINING SCHOOL, DETROIT

BY MAUDE McCLASKIE, R.N.

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THE year 1922 seems to be a year for many new homes for nurses throughout the country. The Farrand Training School was fortunate in being the recipient of a gift of a half million



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for the purpose of building a nurses' home as a memorial to the services of Farrand Training School Nurses who served during the World War. Honorable James Couzens, Mayor of Detroit, was the donor and at his request the Board of Trustees named the new home McLaughlin Hall in honor of Emily A. McLaughlin, Principal of the Farrand

Training School, who was Chief Nurse of Base Hospital 17 in France. This unit was for the most part made up of Farrand Training School graduates.

The opening of the Home took place on the occasion of the graduating exercises, May 10, 1922.

The building is of brick trimmed with limestone and is of the Italian Renaissance style. It is six stories high and thus in harmony with the other units of the Hospital plant. It occupies a large plot of ground so situated that the encroachments of the city can never shut off either the light or the air or spoil the beauty of building and grounds. It houses at present two hundred and eighty-five people and is planned so that the foundations will carry another story if necessary. There are, on each floor above the first, twenty-eight single and eleven double rooms. The accompanying cut of the Home will show its design. It is entirely fireproof, of steel and brick. The floors are all of concrete while the halls and bath rooms are finished in terrazzo. The two staircases, one in each wing, are designed to be used, also, as fire escapes. The one automatic elevator is in rather constant use.

One enters the Home through a wide porch and passes through a reception and living room to a rear porch facing sunken gardens and tennis courts which are for the use of student nurses.

On the first floor, there are class



McLAUGHLIN HALL

rooms in the north wing, reception rooms in the center, while in the south wing are eleven rooms for graduate nurses and a beautiful suite for the Principal of the Training School.

The pupil nurses have also for their almost exclusive use one large living room, library and reception room besides a general reception hall. The graduate nurses are provided for by a large reception room in the south wing. This room is furnished and has telephone service with the remainder of the hospital and the home. It has writing desks and magazines and all the comforts of a private home.

The class rooms are three, one large enough for sixty-five pupils which is used as the demonstration room and

one room is equipped for the teaching of Anatomy and Physiology. One room contains a cabinet for filing pamphlet literature and is used as a reference library and study at all times by the pupils if they so desire. A reference room is arranged to hold one thousand volumes and contains the encyclopedias, histories and permanent library.

The library off the living room was at first designed to hold one thousand volumes, but it caused such dismay when compared with our small library, that the architect had beautiful paneling like the design of both library and living room placed over the shelves and they are now secret shelves awaiting the time when they will be needed.

There are two full time instructors for

the Farrand Training School and each has an office of her own whose completeness leaves nothing to be desired (unless it be the removal of all telephones). A science laboratory for urinalysis, etc. completes the class wing.

A business office with a switch board containing two outside lines independent of the hospital is an asset. The telephone operator also manipulates the buzzers in every room. Electric light switches controlling the lighting of halls and stairs is controlled from this office. This is a fire protection.

The basement auditorium where, after duty and on special occasions, they "chase the glowing hours with flying feet" has also more serious purposes as a place for Alumnae banquets and meetings, school meetings and lectures to the entire school. Dressing rooms for men and women and storage quarters for chairs and banquet tables are provided. Doors open out upon the sunken gardens and this is an economy not to be discounted in the saving of the carpets above stairs. Three hundred people can be seated in the auditorium and later easily served refreshments, because there is a fully equipped kitchen.

The basement also contains a rest room for colored maids where they keep their outer garments, rest, wash and dress before leaving for the day. There is a side entrance for their coming and going.

Trunk rooms and linen rooms for nurses' laundry and house linen complete the basement plan with the exception of the laundry for the use of pupil nurses. During the time the electricity is turned on for use of electric irons, a

bright red glass button glows continuously indicating fire precautions.

On the second floor is an infirmary for pupil nurses who are convalescing or who do not need to be in the hospital. A kitchen and bath are attached and extra doors for isolation, if desired.

Across the rear of every floor above the first are eleven double rooms and each has a stationary washstand, two closets, two bureaus, two chairs and large rugs. In each wing are twelve single rooms and the bath rooms. On each floor there are four showers, four tubs, and sixteen wash basins, separated by cubicles. The showers are of marble. This is in addition to the stationary washstands in the double rooms and the baths of the supervisors.

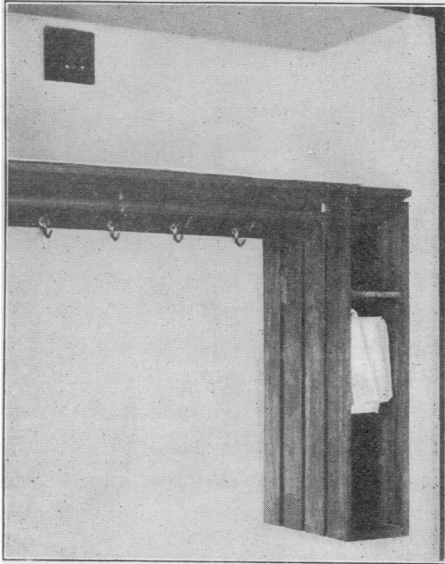
In the southwest and northeast corners of the building are suites of two rooms and a bath for two supervisors shut off from the main hallway by an entrance. This gives ten suites for supervisors, while the principal of the Training School and her assistant have individual suites especially designed for them.

All rugs are of soft greys or taupes and of mixed design, not easily showing dust. The drapes are of colors chosen by occupants. The walls are putty color. Mahogany furniture of colonial design is used in the supervisors' rooms while the student nurses have low artistic metal beds, enamelled in brown or cream, and walnut furniture.

Every room has a buzzer in the built-in wardrobe closet which is manipulated from the telephone desk. The occupant is expected to go to the telephone which is found on every landing, when called.

This is indeed a luxury and adds to the general quiet of the home.

All student nurses' rooms have a plate rail around the room, in place of a picture moulding; this eliminates the desire to drive tacks in the wall and seems to be complete for every use. A device



for holding towels and wash cloth, designed by Miss McLaughlin, as part of the wardrobe closets is shown in the accompanying cut. All bedroom doors have transoms except on the sixth floor. The ventilation leaves nothing to be desired as all windows are forty-six inches wide.

The halls are covered with waxed battle ship lineoleum and the floors are painted nearly the same color.

Last, but not least, there is a kitchenette on every floor in the building and an adequate amount of equipment is furnished. This is a delight and a convenience.

The new home has given such happiness to both pupils and officials alike that we wish every hospital could have a new home. It is characterized in its furnishings by stability and simplicity added to which is the artistic selection in color and design which give the touch of beauty and restfulness.

## THE MODERN HIGH SCHOOL GIRL<sup>1</sup>

BY FRANCES M. GREGORY

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**I**N a study of the modern girl, it is well to consider the changes which have been taking place in her environment and also the influence of these changes, not only on her, but on her parents and teachers. There is much less work to be done in the home today and, unless there is a large family,

parents demand less assistance. They even have been known to refuse to permit their children to share what labors and responsibilities remain.

Then, too, ideals of education are different. Is obedience so arbitrarily required or even expected now? Is not the educational aim today rational self-direction instead of perfect obedience and set behavior? With the freedom to develop self-control, is it any wonder that the high school girl's conduct is

<sup>1</sup>Abridged from a paper presented at the nineteenth annual meeting of the Ohio State Association of Graduate Nurses, Dayton, April 27, 1922.